**Lesson Plans for Mrs. Hanlon’s Class**

**Monday March 26, 2012**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills; review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:00 English**

**Day 1: Adverbs**

**Objective:**  For students to identify adverbs and the verbs they describe.

**Materials:** Houghton Mifflin English Textbook

**Activities:**

1. **Anticipatory Set:** place the verb in the middle of a web on the chalkboard. Write as many words that describe how someone does that. (Walk, run, sleep, etc.)

**2.** Go over pages 246-247 as a whole class.

3. Complete page Worksheet page 1.

**Assessment:** Worksheet 1

**Homework:** Worksheet 1

**9:00-9:30 Gym**

**9:30-9:45 Spelling**

**Objective:** Students will be able to increase their spelling skills by identifying the unstressed syllables in words.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 5: One Land Many Trails

**Activities:**

1. Anticipatory Set: Use page 519E-519F in teacher’s manual to have students find the long vowel sound. Have students write their own words and have it checked by the class.
2. Have students write out their spelling words in their notebooks. Have them checked by the teacher.
3. Allow students to work on the spelling pages 129-131 in their workbook.
4. Cut out their spelling list on put it in the take-home folder. (Page 277)

**Assessment:** Teacher observations and completion of independent work

**Assignment:** Complete workbook pages

**Writing-Journal Writing after completed English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**9:45-10:30 Assembly in Cafeteria**

**10:30-11:45 Reading**

**Objective**: Students will be able to show the ability to questions different parts of a story. Students will also be able to use the comprehension skill of a KWL chart to help develop good questions and to find the answers to those questions.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 5: One Land Many Trails

**Activities:**

1. **Anticipatory Set**: Make a KWL chart about what students know about pioneer life. (Workbook page 124)
2. Read the “Teacher Read aloud” to students found from pages 495SS-495TT, The Gold Rush. Have students ask the class questions and teachers will also use the guiding comprehension questions.
3. Build student vocabulary by studying pages 496-497 with students. (Optional: Complete Wordbook page 123)
4. Listen to the story on CD. Story is found on pages 498-513.
5. Discuss questions on page 515 as a whole class.
6. Students will begin completed pages 124: Graphic Organizer: KWL chart and page 125: Comprehension Check.

**Assessment:** Teacher observations and completion of independent work

**Assignment**: Complete workbook pages

**11:50-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to understand the probability of independent events.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day 11.5
2. Go over yesterday’s test
3. Use the interactive chalkboard to guide lesson 11.5
4. Allow students work time on Homework, 11.5 Worksheet

**Assignment:** Worksheet 11.5

**Assessment:** Teacher observations and complete homework.

**1:20-2:00 Science with Mrs. Radtke’s class**

**Objective:** Students will begin to develop an understanding of the scientific process.

**Resources:**

* Science Fair packet
* Scientific process packets.

**Activities:**

1. Introduce the science fair to students.
2. Read and discuss the scientific process with students.
3. Brainstorm possible experiments.

**Assignment:** Think of an experiment.

**Assessment:** Informal assessment

**2:00 Recess**

**2:15-2:55 Repeat LESSONS with homeroom**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Tuesday March 27, 2012**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills; review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:30 Junior Achievement**

**9:30-10:00 English**

**Day 2: Writing with Adverbs**

**Objective:**  For students to elaborate their sentences by adding adverbs.

**Materials:** Houghton Mifflin English Textbook

**Activities:**

1. **Anticipatory Set:** Have 3 students come to the front of the room and have them act-out a verb like waking. Have one walk slow, fast, and backwards. Write on the board “The student walks.” Have students use adverbs.

**2.** Go over pages 248-249 as a whole class.

3. Complete page Worksheet “Writing with Adverbs”

**Assessment:** “Writing with Adverbs”

**Homework:** “Writing with Adverbs”

**Writing-Journal Writing after completed English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**10:00-10:30 Music**

**10:30-11:00 Computer Lab**

**Objective:** Students will complete their health presentations.

**Materials:** Personal Narrative drafts.

**Procedure:**

1. Allow students work time on their various computer generated projects.

**Assessment:** Teacher observations and final projects

**Homework:** None.

**11:00-11:45 Reading**

**Objective**: Students will be able to show the ability to questions different parts of a story. Students will also be able to use the comprehension skill of a KWL chart to help develop good questions and to find the answers to those questions. Students will develop an understanding of dictionary use and review English skills.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 5: One Land Many Trails

**Activities:**

1. **Anticipatory Set:** “Pioneer Cooking” on page 495Q of teacher’s manual.
2. Review the story by discussing workbook pages 124-125. Focus on how on page 124 you are able to identify things learned.
3. Discuss page 126-127 in workbook. Read page 126 with students and have them complete page 127. Use teacher’s manual page 519A to teach propaganda to student.
4. Take out dictionaries for every student. Show students how to find the stressed and unstressed syllables of words. Also look at the dictionary entries to understand suffixes. Explain to students how to complete page 128 and 132. (Teacher’s Manual pages 519C and 519G)
5. Discuss with students the need to compare resources, this week’s study skill. Teacher’s manual page 519H.
6. Review with student’s pronouns by completing pages 133-135 as a whole class, use teacher’s manual page 519I-J

**Assessment:** Teacher observations and independent work.

**Assignment:** Completed workbook pages.

**11:50-12:30 Lunch and Recess**

**12:30-1:30 Math**

**Objective:** For students to complete the Chapter 11 Review.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Correct homework and discuss any problems.
3. Have students complete page 457
4. Give students the answers 10 minutes for the end of class, discuss any problems.

**Assignment:** Review for Test.

**Assessment:** Teacher observations and complete review.

**1:20-2:00 Science With Mrs. Radtke’s Class.**

**Continue from where ever the discussion was left yesterday.**

**Objective:** Students will begin to develop an understanding of the scientific process.

**Resources:**

* Science Fair packet
* Scientific process packets.

**Activities:**

1. Introduce the science fair to students.
2. Read and discuss the scientific process with students.
3. Brainstorm possible experiments.

**Assignment:** Think of an experiment.

**Assessment:** Informal assessment

**2:00 Recess**

**2:15-2:55 Repeat Lesson with homeroom**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Wednesday March 28, 2012**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:00 English**

**Day 3: Comparing with Adverbs**

**Objective:**  For students to use the correct form of adverbs to compare to or more actions.

**Materials:** Houghton Mifflin English Textbook

**Activities:**

1. **Anticipatory Set:** Use “Meeting Individual Needs” *Reteaching* to introduce comparing with adverbs.

2. Go over pages 250-251 as a whole class.

3. Complete page Worksheet page 2

**Assessment:** Worksheet 2

**Homework:** Worksheet 2

**Writing-Journal Writing English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**9:00-9:30 Gym**

**9:30-10:30 Art**

**10:30-11:00 WrIting**

**Objective:** Students will brainstorm persuasive essay topics.

**Materials:** Persuasive essay outlines

**Activities:**

1. Students will brainstorm a topic idea.

**Assessment:** Teacher observations and completed brainstorm.

**Homework:** Complete unfinished work from lesson.

**11:00-11:45 Reading**

**Objective**: Students will be able to show the ability to questions different parts of a story. Students will also be able to use the comprehension skill of a KWL chart to help develop good questions and to find the answers to those questions.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 5: One Land Many Trails

* Leveled Readers:
  + Journey to Free Town

**Activities**:

1. **Anticipatory Set:** Distribute the ‘hanlon dollars’, reading bags and connect four game boards.
2. Allow students to choose which activity they want to do and teachers will monitor student progress.
3. Conclude with checking the comprehension and skills worksheet.

**Assessment**:Teacher observations and independent work.

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to take the Chapter 11 Test.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day: Various problems from chapter on board.
2. Allow students to take the Chapter 11 Test.

**Assignment:** None

**Assessment:** Teacher observations and test

**1:00-2:30 Orchestra Performance**

**2:30 Recess**

**2:45 Worktime/quiet reading time.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Thursday March 29, 2012**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:10 Computer Lab**

**Objective:** Students will increase their typing skills.

**Materials:** Personal Narrative drafts.

**Procedure:**

1. Students will use “Type to Learn”

**Assessment:** Teacher observations and final projects

**Homework:** None.

**9:15-10:00 LMC WITHOUT MRS. Dickenson**

**10:00-10:10 Teacher Read aloud and snack**

**10:10-10:30 english**

**Day 4: Adjective or Adverb?**

**Objective:**  For students to identify adverbs formed by adding –ly to an adjective.

**Materials:** Houghton Mifflin English Textbook

**Activities:**

1. **Anticipatory Set:** Ask for to write a sentence on the board that describes the weather. Underline the describing word and determine whether it’s an adverb or adjective. Repeat until there is a mixture of types.

**2.** Go over pages 252-253 as a whole class.

3. Complete page Worksheet page 3.

**Assessment:** Worksheet 3

**Homework:** Worksheet 3

**10:20-11:00 Writing**

## **Objective:** Students will create an outline of their persuasive essay topic.

**Materials:** Student textbook page 168-169

* Persuasive essay topic/outline

**Review**

1. Allow students to work on outline.

**Homework:** Complete outline.

**Assessment:** Teacher observations

**11:00-11:45 Reading**

**Objective**: Students will be able to show the ability to questions different parts of a story. Students will also be able to use the comprehension skill of a KWL chart to help develop good questions and to find the answers to those questions. **Materials**: Houghton Mifflin Teacher’s Edition: Theme 5: One Land Many Trails

* Leveled Readers:
  + Journey to Free Town

**Activities**:

1. **Anticipatory Set:** Distribute the ‘hanlon dollars’, reading bags and connect four game boards.
2. Allow students to choose which activity they want to do and teachers will monitor student progress.
3. Conclude with checking the comprehension and skills worksheet.

**Assessment**:Teacher observations and independent work.

**11:50-12:30 Lunch and Recess**

**12:30—1:20 Math**

**Objective:** For students to understand length in customary units.

**Resources:** Glencoe Mathematics Teacher’s Manual

**Activities:**

1. **Anticipatory Set:** 12.1 Problem of the day.
2. Look over yesterday’s test.
3. Discuss problems using Interactive Chalkboard 12.1
4. Students will complete 12.1 Homework.

**Assignment:** Worksheet 12.1

**Assessment:** Teacher observations and parent letter and homework

**1:20-3:00 Bob Blowout**

**2:40 BOB Check off**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Friday March 30, 2012**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:00 Music**

**9:00-9:30 Gym**

**9:30-10:00 SPELLING Test and Spello,**

**10:00-11:00 Reading**

**Objective**: Students will be able to show the ability to questions different parts of a story. Students will also be able to use the comprehension skill of a KWL chart to help develop good questions and to find the answers to those questions.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 5: One Land Many Trails, Weekly Skills Test 2

* Leveled Readers:
  + Journey to Free Town
  + Buffalo Bills Wild West Show
  + C.W. Post

**Activities:**

1. **Anticipatory Set:** “Prairie Job Wanted” page 495R. Orally complete as a whole class.
2. Meet with any other groups that are needed. Students that are not meeting in the small group can either choose another reader or work on the challenge activity.
3. Allow for students to take the Week 2 Weekly Skills Test

**Assessment:** Weekly Skills Test

**Assignment:** Independent Reading

**11:00 Lunch & Recess**

**11:30 END of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.